

# About LEAD21

## Literacy, Equity, Acceleration, and Differentiation in the 21<sup>st</sup> Century Classroom

Wright Group LEAD21 is a comprehensive core literacy program for Grades K–5 that offers unique and practical solutions to the challenges in classrooms today. It recognizes that

- all students need access to grade-level standards,
- all students need to be supported and challenged at their appropriate reading levels,
- students reading below level need instructional support that accelerates them toward grade-level proficiency,
- all students need to develop media and technology literacy to excel in the digital age,
- teachers need easy-to-manage materials to address the diverse needs in their classrooms.

As you read this Program Implementation Guide, you will learn how Wright Group has built upon its history of supporting readers at all levels to develop the next generation of leveled texts. LEAD21 is a high-impact, instructionally streamlined literacy program designed to help you meet the variety of challenges and student needs you face in your classroom every day.

## How to Use This Guide

This guide is designed to provide a step-by-step introduction to LEAD21. A quick scan of the Contents page will provide an understanding of how the guide flows from this program overview, to a look at the program technology, to the instructional plan, to scaffolding options, and so on. While it is best to read through the guide sequentially, you can also garner a full understanding of the program by reading specific sections in order of your personal interest. You will note that the title of each section appears in a colored tab in a top corner of every page. You can use these tabs to easily scan through the guide to find a particular topic.

## The Research Base

A review of the author team on pages 2–5 of this guide demonstrates the great depth of the literacy research that supports LEAD21. The senior author team is comprised of world-renowned researchers in literacy, Taffy Rafael, William Teale, Michael Ford, and Junko Yokota. The contributing authors bring a research specialty in specific areas of instruction. Margarita Calderón in English language learner instruction and Timothy Rasinski in fluency instruction are foremost leaders in their fields. The work of Julie Coiro in literacy and technology, Shari Frost in phonics, and Susan Florio-Ruane in writing round out the comprehensive research foundation for LEAD21. The research base for the instructional strands within LEAD21 is provided in the comprehensive white papers prepared by the program authors. You can find these white papers at [www.wgLEAD21.com](http://www.wgLEAD21.com).

These include papers on

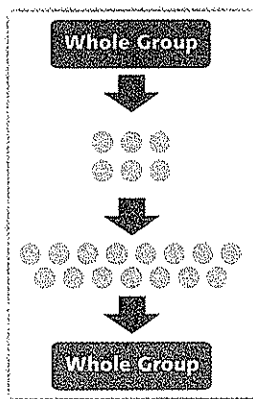
- Early Childhood Literacy Development
- Phonemic Awareness and Phonics Instruction
- Reading Comprehension
- Vocabulary Teaching and Learning
- Differentiation and Acceleration Through Small-Group Reading Instruction
- Fluency
- Writing
- English Language Learners
- Reading, the Digital Classroom, and LEAD21

## Literacy Expanded

Wright Group LEAD21 is designed to foster essential literacy skills and strategies, such as phonemic awareness, phonics (Grades K–2), fluency, vocabulary, language acquisition, comprehension, and writing. However, it goes beyond the foundational literacy skills to equip students with the skills necessary for the “information explosion” in today’s world. As indicated in the program name, LEAD21 supports 21<sup>st</sup> century literacies by developing inquiry and technology skills that enable students to access, analyze, and evaluate information; communicate and collaborate; and share and present knowledge.

Concepts, vocabulary, skills, and strategies are all introduced and modeled in whole group; reinforced and expanded in small group; individualized in independent application; and brought back to whole group for sharing, discussing, and processing, ensuring equity of voice for all students.

Instructional Flow



## Instructional Connectivity

The LEAD21 program avoids a fragmented transition from whole-group to small-group instruction by implementing an intentional connectivity across all learning that ensures that *all* students have access to grade-level content and concepts. Connectivity is achieved through

- common themes and concepts,
- grade-appropriate academic vocabulary,
- common skills and strategies for reading, critical thinking, and the Inquiry Process.

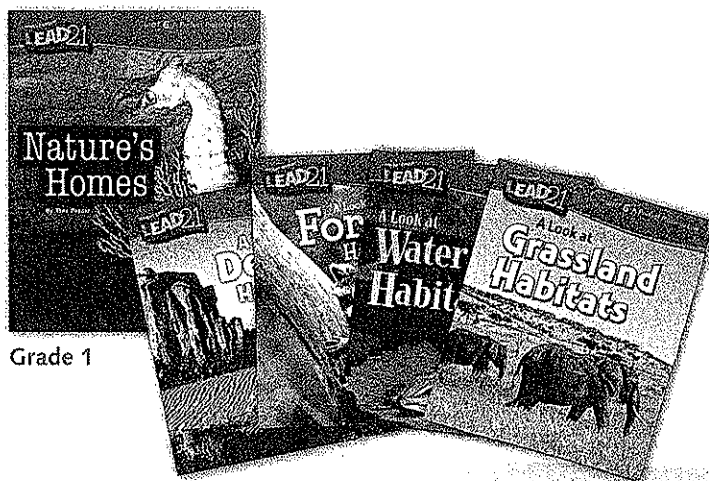
Intentional connectivity means that all your students have clear understanding of critical literacy skills and that through modeling, demonstration, guided practice, and independent application, they are able to assume personal responsibility for learning.

## Print and Technology Tools

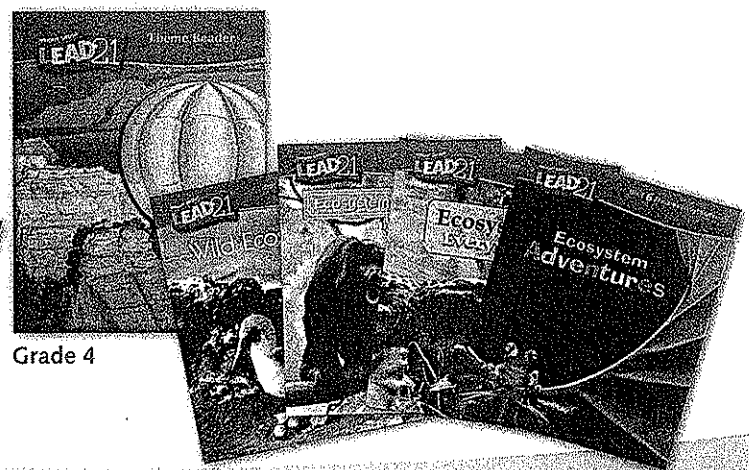
Unlike anthology-based programs that follow a one-size fits all philosophy, or leveled book programs that lack an instructional core, LEAD21 is designed to meet your students’ diverse needs while keeping your class on the same instructional pathway and scope and sequence of skills.

The unique combination of Theme Readers (Big Books at K–2) and Differentiated Readers, provided in print and in an interactive eBook format, enables you to reach, support, and challenge all learners at their instructional levels.

See page 15 to learn more about the online eBook Theme Readers and Differentiated Readers.



Grade 1



Grade 4

### Equity Ensured

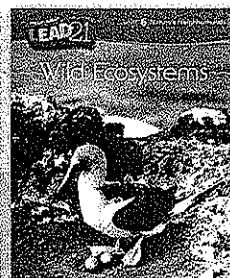
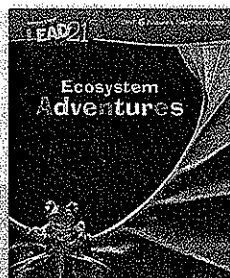
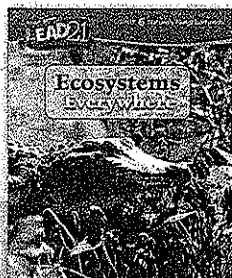
Increasing cultural and linguistic diversity in the classroom challenges teachers to ensure that all students have equity of access to content and instruction. Wright Group LEAD21 is designed, through its components and instructional plan, to ensure equity.

You will begin by using the Theme Reader selection during Interactive Reading. This is your opportunity to build background, frontload instruction of key concepts, model comprehension skills and strategies, and build vocabulary and oral language development. The lesson supports you in providing appropriate modeling and demonstration of skills and strategies. Here is where you introduce and discuss the Theme and Focus Questions. Students then make connections as they move to small-group instruction where learning is reinforced and differentiated to meet their individual needs.

Students participate in differentiated reading (small-group) instruction with Differentiated Readers provided for each unit. Because the Differentiated Readers all share theme vocabulary, provide opportunities to practice and apply the same comprehension skills and strategies, and support the same Theme and Focus Questions, they provide equity of access to grade-level content and concepts for the student who is at the Intensive, Strategic, Benchmark, or Advanced reading level.

Because each Differentiated Reader has unique content, but is connected by theme and topic, each student has the chance to contribute information and ideas to the ongoing discussion each day.

- Same Key Concepts
- Same Content Vocabulary
- Same Skill and Strategy Focus
- Same Activities within Text



### Equity of Voice

At the end of each day's lesson, you will pull the small groups together for a whole-group Wrap Up. The Wrap Up promotes

- a response to the Theme or Focus Questions,
- reflective and clarifying discussions,
- making connections,
- cross-text sharing,
- and community building within the classroom.

This is an essential component of the instructional plan to ensure equity of voice as all students contribute, impact, and influence classroom discussions and fully participate as part of the community of learners.

### Equity and Technology

Each Theme Reader (Big Books at K-2) and Differentiated Reader is also provided as an online eBook at [www.wgLEAD21.com](http://www.wgLEAD21.com). All eBooks are formatted to be used with interactive whiteboards, providing additional access to content for your students. The audio and online coaching provided with eBooks provides English language learners or striving readers with complete support for all texts, further ensuring equity of access to learning.

To learn more about the technology components of LEAD21, see pages 12-17 of this Program Implementation Guide.

### Equity of Access

Differentiated Readers Provide Equity of Access

## Acceleration Achieved

Challenging and nurturing all students is a key tenet of LEAD21, but accelerating students who are reading below level toward grade-level proficiency is a cornerstone of the program. Making progress is no longer good enough for students reading below grade level; these students must close the gap and achieve grade-level proficiency to become productive citizens in today's world. LEAD21 is designed to accelerate students with the greatest needs through the learning curve.

The principles of the acceleration plan are:

- The **instructional model** in LEAD21 provides equity of access to grade-level concepts, skills, and strategies so that expectations and instructional activities are constant for all students.
- **Differentiated instruction and texts** provide appropriate scaffolding as students work toward grade-level proficiency.
- Instruction is intentionally designed to **accelerate Intensive- and Strategic-level students** through the learning curve to close the gap toward grade-level proficiency.

### Instructional Model

Each lesson begins with whole-class Interactive Reading in which grade-level concepts, skills, and strategies are taught to all students. This ensures equity of access to content. Students then move to small-group Differentiated Reading sessions in which the same concepts, skills, and strategies introduced to the whole group are reinforced and applied in each of the four Differentiated Readers. Each reading lesson ends with a final whole-class Wrap Up in which students from the different groups share what they learned and connect with other groups.

## Differentiated Instruction and Materials

The small-group Differentiated Reading sessions provide teachers with opportunities to target instruction to accelerate the pace of progress. In these sessions students read texts at their instructional levels while the teacher adjusts the scaffolding to meet individual and group needs. Each unit includes four levels of Differentiated Readers crafted to match the wide range of reading abilities in classrooms. When students are engaged with texts at their instructional level, learning is more efficient, thus ensuring that progress can be accelerated. Embedded within each Differentiated Reader are the same skills and strategies that have been introduced in the whole-group instruction.

Scaffolding Options for instruction appear in every lesson in the Teacher's Lesson Guide. These Scaffolding Options provide the flexibility you need to target your instruction. No single lesson can meet all of your students' learning needs year after year. Scaffolding Options allow you to maximize the effectiveness of your instruction, accelerating your students' learning. Read more about Scaffolding Options on page 22 of this guide.

### Increased Learning Curve

Students who are reading below grade level need to accelerate their progress so that they can catch up with their grade-level peers. LEAD21 provides an accelerated pacing plan that is designed to accelerate Intensive- and Strategic-level students through the learning curve. Early in the year, students advance one reading level each unit, instead of every two units. See the chart on page 42 for an overview of the accelerated pacing plan.

### Technology

The technology components in LEAD21 also helps accelerate learning. All students can access their texts online, with full audio-visual support and online coaching.



## Differentiation Refined Differentiated Readers

With the Differentiated Readers in LEAD21, Wright Group has redefined leveled texts. There are four leveled Differentiated Readers for each unit: Intensive, Strategic, Benchmark, and Advanced. Each Differentiated Reader is supported by a Differentiated Reading lesson for small-group instruction.

Shown below are Grade 4 Differentiated Readers for Unit 6.

- The Intensive Differentiated Reader is designed for students reading up to three years below grade level.
- The Strategic Differentiated Reader is designed for students reading one year below grade level.
- The Benchmark Differentiated Reader is designed for students reading at grade level.

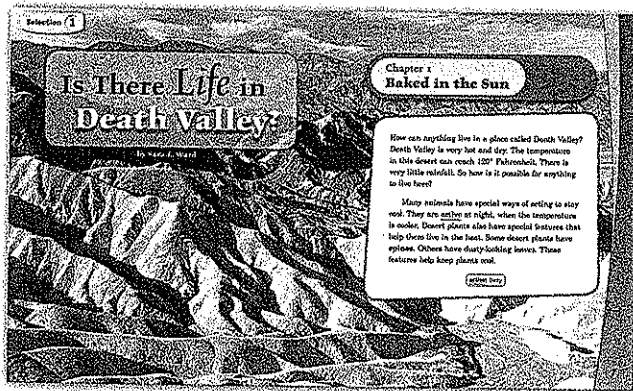
- The Advanced Differentiated Reader is designed for students reading one to two years above grade level.

Differentiated Readers are related by theme and topic. They share common theme vocabulary and comprehension skills and strategies. However, they are carefully leveled so that students are reading at their appropriate instructional levels.

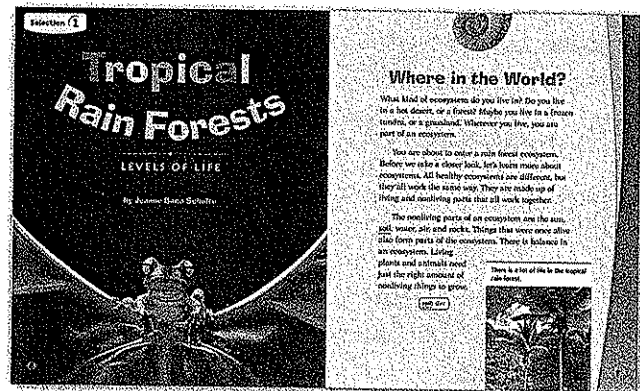
Intensive and Strategic Differentiated Readers also include the additional text support features *Strategy Tool Kit* and *Stop and Think*. See pages 48–51 of this Program Implementation Guide for details on features of Differentiated Readers.

While Differentiated Readers are leveled texts, they are designed to look and feel age-appropriate. The age-appropriate texts help eliminate the stigma often associated with being a striving reader.

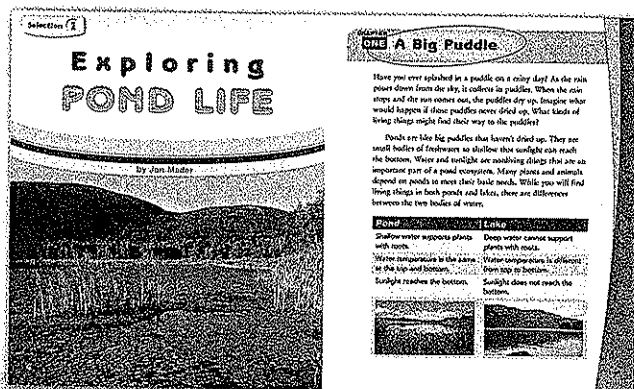
### Grade 4 Unit 6, Differentiated Readers



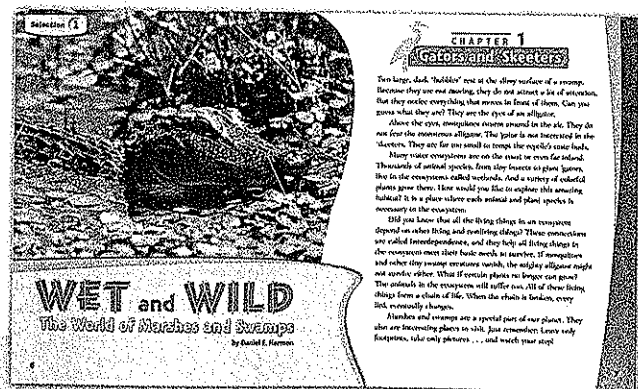
Intensive, Level 13



Strategic, Level 17



Benchmark, Level 18



Advanced, Level 22

## Differentiating Instruction

Differentiation in Wright Group LEAD21 is integral to all aspects of instruction. This differentiation is built into all lesson plans as the gradual release model (transfer of responsibility) is applied across whole-group and small-group instruction and independent practice. Differentiation is also accomplished by adjusting the level of teacher support for different groups of learners. The Differentiated Reading lessons for Intensive and Strategic groups provide more support. In addition, Scaffolding Options are provided in each part of the lesson to offer additional instructional options at point of use. This allows you to respond to individual students and adjust the instruction based on your classroom needs.

The Scaffolding Options provide suggestions for the following areas of support:

**Intervention for Acceleration** options help to accelerate below-level readers to the next level by reinforcing grade-level essential concepts, themes, or

vocabulary; or by challenging them to apply grade-level skills and strategies with less teacher support.

**ELL Support** options support language acquisition through front-loading, total physical response, use of visuals, and pragmatic gesturing.

**Literacy Builder** options enrich literacy development and support linguistic issues that might trip up students such as idioms, figurative language, and abstract concepts.

**Critical Thinking** options provide opportunities for students to apply critical thinking skills to their reading by having them analyze, evaluate, make judgments, and synthesize information.

**Challenge** options suggest extension activities beyond the whole-group and small-group instruction.

### **B Intervention for Acceleration**

#### CONCEPT DEVELOPMENT

Some students may need additional examples of how living things are connected. Use examples that are familiar to them. For example, say:

- Monkeys eat fruit, such as bananas, from plants.
- Monkeys and plants are both living things.
- How are they connected?

### **B Critical Thinking**

#### ANALYZE RELATIONSHIPS

Have students discuss what it means for things to be connected (*to depend upon each other*). Encourage students to explain how the living and nonliving things on pages 316–317 are connected to one another. Analyze and compare these connections with the ones discussed in the main activity.

### **C ELL Support**

#### COGNATES

Point out the following Spanish cognates of the theme vocabulary words:

English	Spanish
ecosystem	<i>el ecosistema</i>
interdependence	<i>la interdependencia</i>
survive	<i>sobrevivir</i>

### **B Literacy Builder**

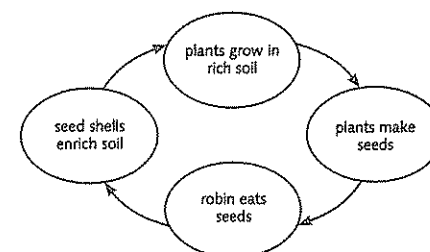
#### WORD STUDY

Ask students to write the word *interdependence* and underline its base word (*depend*). Help students make the connection between the base word and the prefix *inter-*. Then discuss how the living things (and nonliving things) in the picture depend on each other for survival.

### **C Challenge**

#### CONCEPT DEVELOPMENT

Build additional understanding of the interdependence of living things in an ecosystem. Challenge students to arrange information in a flow chart that illustrates the cycle of interdependence between a robin and plants.



## Program Themes

Wright Group LEAD21 is a comprehensive literacy program with a careful balance of engaging fiction and powerful nonfiction. This thematic literacy program builds a strong knowledge base in the humanities, science, and social studies curricula. Within each grade students examine the essential questions that tap into the core curricula for their grades. Across grades, the curricula are aligned so that all students within the school or district are reading about and exploring related content, such as life science or history and culture. This facilitates cross-grade sharing as well as school-level or district-level projects and fairs.

	Unit 1	Unit 2	Unit 3	Unit 4
	HUMANITIES	SCIENCE	SOCIAL STUDIES	SCIENCE
	Identity	Everyday Science	Geography and Economics	Earth Science
Grade K	<b>All About Me</b> Students learn to tell and show others what makes them who they are.	<b>Around Me</b> Students use their senses to describe their world and explore the science in everyday activities.	<b>Home and Family</b> Students discover what makes a home and the differences and similarities among them.	<b>Outdoor Explorers</b> Students describe the Earth at day and night, across seasons, and in different kinds of weather.
Grade 1	<b>Friends and Family</b> Students examine the ways in which friends and family form a part of our identity.	<b>On the Move</b> Students learn about movement, states of matter, and how nature affects living things.	<b>In My Neighborhood</b> Students explore the concept of <i>neighborhood</i> as a place where people interact socially and contribute economically.	<b>Earth's Treasures</b> Students learn about natural resources and the importance of conservation.
Grade 2	<b>My Roles</b> Students learn about roles by looking at what they do at home, at school, in the community, and what they may do in the future.	<b>All Around Town</b> Students focus on the many fields of science used in community life.	<b>Community Life</b> Students look into how geography and economy affect how and why communities start and flourish.	<b>Seasons &amp; Weather</b> Students examine seasons and weather patterns and their effect on living things.
Grade 3	<b>Changes</b> Students look at the changes we go through, whether by choice or circumstance.	<b>Science at Play</b> Students investigate the science of our recreational activities.	<b>The Shape of the Land</b> Students examine how geography affects where we live, the economy, and what we do for recreation.	<b>Digging Up a Story</b> Students uncover Earth's materials, history, and the importance of the water cycle.
Grade 4	<b>Life Stories</b> Students define heritage and learn how it is passed on and shapes a person's identity.	<b>A Green Future</b> Students look at Earth's resources and what we can do to conserve them.	<b>A Nation's Beginnings</b> Students read about New England and the Middle and South Atlantic states.	<b>Patterns in the Sky</b> Students explore the sun, moon, stars, and planets from scientific, historical, and futuristic viewpoints.
Grade 5	<b>Common Ground</b> Students gain insight into how our commonalities help bridge our differences.	<b>Seeking the Unknown</b> Students examine how science underlies exploration and helps us discover new places.	<b>Early America</b> Students learn about how the dreams and ideals of early Americans shaped our nation.	<b>Forces of Nature</b> Students uncover Earth's composition and how constructive and destructive forces shape the land.

The content for each unit is organized around an inquiry model that is driven by a unit-level Theme Question with weekly Focus Questions. These questions are based on grade-level content standards. All the reading selections in the unit present information and key concepts that help students develop responses to the Theme and Focus Questions.

Unit 5	Unit 6	Unit 7	Unit 8
SOCIAL STUDIES	SCIENCE	SOCIAL STUDIES	HUMANITIES
History and Culture	Life Science	Government and Citizenship	Challenges
<b>Let's Celebrate</b> Students examine celebrations' connections to family traditions and patriotic symbols.	<b>Life All Around</b> Students discover the concept of living and nonliving things.	<b>Actions and Words</b> Students explore the roles of rules and laws and why they exist.	<b>Working Together</b> Students learn how some tasks are better accomplished as a team.
<b>Stories of Our Past</b> Students learn about the historical events that molded our communities and our nation.	<b>A Perfect Place to Live</b> Students examine what makes habitats good homes for different living things.	<b>Good Citizens</b> Students discover what makes a good citizen.	<b>Getting Along</b> Students understand that getting along with others is a worthwhile challenge.
<b>Now and Then</b> Students learn about communities through a historical and cultural perspective.	<b>Growing Up</b> Students learn about the life cycles of plants and animals and the commonalities of all living things.	<b>Local Leaders</b> Students examine the structure and function of local government and its impact on everyday life.	<b>Physical Feats</b> Students explore the rewarding challenge of overcoming physical limitations.
<b>Heroes Across Time</b> Students learn about heroes through historical texts, folktales, and modern-day stories.	<b>Extreme Environments</b> Students learn about how plants and animals survive in extreme environments.	<b>Making a Difference</b> Students look into how historical and ordinary citizens have made or can make a difference.	<b>New Ideas</b> Students find out how inventors and ordinary people come up with new ideas that impact our lives.
<b>America's Heartland</b> Students read about the Midwestern and South Central states.	<b>Nature's Neighborhoods</b> Students find out about ecosystems, food chains and webs, interdependence, and adaptation for survival.	<b>The Wide-Open West</b> Students read about the Mountain and Pacific states.	<b>Achieving Dreams</b> Students focus on the challenge of reaching personal goals.
<b>New People, New Places</b> Students look at the shaping of our national identity through the changing frontier and population.	<b>A Kingdom of Green</b> Students examine the importance of plants and the purposes they serve.	<b>Foundations of Freedom</b> Students discover how the government became representative of American values and ideals as a government for the people.	<b>Standing Up for What's Right</b> Students gain insight into the challenges associated with standing up for political and social issues.



## Program Instructional Plan

### Days 1–4: Core Instruction

In Wright Group LEAD21, there are eight units of instruction per grade. Four weeks of instruction span each unit. Each day of each week offers a consistent and effective instructional plan: concepts, vocabulary, skills, and strategies are all introduced and modeled in whole group; reinforced and expanded in small group; individualized in independent application; and brought back to whole group for sharing and discussing, ensuring equity of voice for all students.

**Interactive Reading** whole group

**Oral Language and Vocabulary**

**Reinforce the Theme**

Use the Theme Reader Unit (pages 1–10) to introduce the theme. Reinforce the theme by reading the story on pages 11–12. Discuss the story with the students. Encourage them to share their thoughts and feelings about the story. Encourage them to share their thoughts and feelings about the story.

**Activate Prior Knowledge**

Write a list of words related to the theme. Write a list of words related to the theme. Write a list of words related to the theme. Write a list of words related to the theme.

**Read and Comprehend**

**Make Inferences**

Define: Make inferences are conclusions that we draw from the information we are given. Make inferences are conclusions that we draw from the information we are given.

**Model**

Read the story on pages 11–12. Read the story on pages 11–12. Read the story on pages 11–12. Read the story on pages 11–12.

**Collaborative Practice**

Encourage students to work in pairs to make inferences. Encourage students to work in pairs to make inferences. Encourage students to work in pairs to make inferences.

**Reading/Writing Connection**

Write a paragraph about the story. Write a paragraph about the story. Write a paragraph about the story. Write a paragraph about the story.

**Scaffolding options**

**Critical Thinking**

Encourage students to think critically. Encourage students to think critically. Encourage students to think critically.

**Intervention for Acceleration**

Encourage students to work on their own. Encourage students to work on their own. Encourage students to work on their own.

**WHOLE GROUP** **Step 1**

You begin each day by using the Theme Reader (Big Books K–2) and the Interactive Reading pages (red) in the Teacher's Lesson Guide to build background, and introduce concepts, key vocabulary and comprehension skills and strategies before reading. The lesson supports you by providing appropriate modeling of skills and strategies. Spelling (Grades 1–5), Phonics, Word Study, and Fluency instruction also appear within Interactive Reading.

Grade 4 Unit 6: Interactive Reading

**INDEPENDENT APPLICATION** **Step 3**

During the Independent Practice time of small-group rotation, students have the opportunity to apply what they've learned in whole-group and small-group instruction, using the Practice Companion and the Phonics Companion (Grades K–2).

**SMALL GROUP** **Step 2**

Then students begin the small-group rotation model. You use the Differentiated Readers and the Differentiated Reading pages (yellow) in the Teacher's Lesson Guide for small-group reading instruction to reinforce concepts, vocabulary, and skill and strategy instruction.

**WHOLE GROUP WRAP UP** **Step 4**

At the end of each day's lesson, you bring students together for a Wrap Up to build a community of learners. Students are able to synthesize the day's instruction as they cross-text share and make connections. You and students also have multiple opportunities to assess and monitor progress.

**Differentiated Reading** small groups

**Read and Comprehend**

**Prepare to Read**

Build Background: Build background by reading the story on pages 11–12. Build background by reading the story on pages 11–12. Build background by reading the story on pages 11–12.

**Read**

Read the story on pages 11–12. Read the story on pages 11–12. Read the story on pages 11–12. Read the story on pages 11–12.

**Respond and Write**

Write a paragraph about the story. Write a paragraph about the story. Write a paragraph about the story. Write a paragraph about the story.

**Share, Connect, Assess**

**Share Text Connections**

Share text connections with the story. Share text connections with the story. Share text connections with the story.

**Daily Writing**

Write a paragraph about the story. Write a paragraph about the story. Write a paragraph about the story. Write a paragraph about the story.

**Student Self Assessment**

Assess your own progress. Assess your own progress. Assess your own progress. Assess your own progress.

**Scaffolding options**

**ELL Support**

Encourage students to work on their own. Encourage students to work on their own. Encourage students to work on their own.

Grade 4 Unit 6: Differentiated Reading

**Wrap Up** whole group

**Share, Connect, Assess**

**Share Text Connections**

Share text connections with the story. Share text connections with the story. Share text connections with the story.

**Daily Writing**

Write a paragraph about the story. Write a paragraph about the story. Write a paragraph about the story. Write a paragraph about the story.

**Student Self Assessment**

Assess your own progress. Assess your own progress. Assess your own progress. Assess your own progress.

**Share, Connect, Assess**

**Share Text Connections**

Share text connections with the story. Share text connections with the story. Share text connections with the story.

**Daily Writing**

Write a paragraph about the story. Write a paragraph about the story. Write a paragraph about the story. Write a paragraph about the story.

**Student Self Assessment**

Assess your own progress. Assess your own progress. Assess your own progress. Assess your own progress.

**Scaffolding options**

**ELL Support**

Encourage students to work on their own. Encourage students to work on their own. Encourage students to work on their own.

Grade 4 Unit 6: Wrap Up

## Days 1–4: Whole-Group Reading

For each four-week unit of instruction in whole-group reading, students read two Theme Reader selections: one nonfiction concept selection and one trade-book literature selection (Big Books in Grade K–2) and focus on the unit’s Theme Question. In whole-group reading, a regular pattern of instruction occurs each week:

### Week 1

- Introduce the unit’s Theme and Focus Questions.
- Introduce the Inquiry Project.
- Students begin reading the Theme Reader nonfiction concept selection (Concepts Big Book in Grades K–2).

### Week 2

- Reinforce the theme concepts.
- Students finish reading the Theme Reader concept selection (Concepts Big Book in Grades K–2).

### Week 3

- Students read the authentic literature selection (Literature Big Book in Grades K–2).
- Students use the Practice Companion for additional support for the literature selection.

### Week 4

- Students reread both the nonfiction concept and literature selections (Concepts and Literature Big Books in Grades K–2).
- Students compare genres, authors’ purposes, and text structure across texts.

## Days 1–4: Small-Group Reading

In small-group Differentiated Reading, students read one Differentiated Reader selection (two selections a week in K and early Grade 1) and address one Focus Question each week. The Focus Question helps students explore different aspects of the unit’s Theme Question. In formulating responses to the weekly Focus Questions, students develop a deeper understanding of the unit’s overarching Theme Question, or essential idea. In Week 4, students have the opportunity to “read up” to the next level of Differentiated Reader, accelerating their reading progress to the grade-level proficiency.

### Weeks 1–4

Students read one Differentiated Reader selection each week. (In Kindergarten and the first half of Grade 1, students read two Differentiated Reader selections each week.)

### Week 4

Students in Grades 1–5 have the opportunity to read Differentiated Readers at other levels.

## Day 5: Inquiry and 21<sup>st</sup> Century Skills

On Day 5 of each week after core reading instruction, students engage in Inquiry and 21<sup>st</sup> Skill instruction (see pages 68–73 of this guide for more information). On Day 5, students learn to develop Inquiry Projects and work toward Inquiry Presentations.

## Writing and Language Arts

The LEAD21 Writing and Language Arts instruction appears in the Teacher’s Lesson Guide after the core instruction for Days 1–5, allowing maximum flexibility in planning your daily and weekly instruction. In Kindergarten and the first half of Grade 1, Writing and Language Arts instruction occurs daily. (See pages 76–85 in this guide for more information about Writing and Language Arts.)

## Scaffolding Options

Scaffolding Options for instruction appear throughout the Teacher's Lesson Guides in Interactive and Differentiated Reading, Writing and Language Arts, Inquiry, and Cross-Text Sharing. These Scaffolding Options allow you to maximize the effectiveness of your instruction by targeting the specific needs of your students and adjusting your instruction to accelerate their learning. Scaffolding Options support five targeted categories of instruction:

- Intervention for Acceleration
- ELL Support
- Literacy Builder
- Critical Thinking
- Challenge

### INTERVENTION FOR ACCELERATION

These options accelerate below-level students by reinforcing essential grade-level concepts, themes, or vocabulary; or by challenging them to apply grade-level skills and strategies with less teacher support.

### LITERACY BUILDER

These options enrich literacy development or explain linguistic issues that might confuse some students such as idioms, figurative language, and abstract concepts.

### CRITICAL THINKING

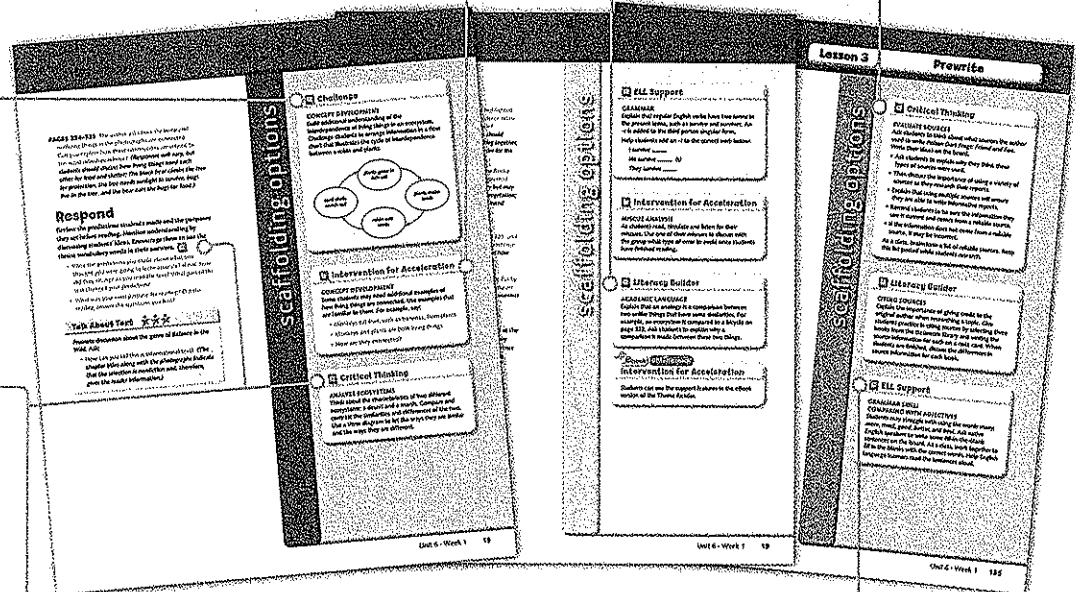
These options encourage students to apply critical thinking skills to their reading and involve activities in which students analyze, evaluate, make judgments, and synthesize.

### CHALLENGE

These options suggest extension activities beyond the whole-group and small-group instruction.

### POINT OF USE INSTRUCTION

A letter icon at point of instruction identifies the Scaffolding Option that supports that specific instruction.



Grade 4, Unit 6: Scaffolding Options in Interactive Reading, Differentiated Reading, and Writing and Language Arts

### ELL SUPPORT

These options support language acquisition by front-loading concepts and vocabulary or by using total physical response, visuals, and pragmatic gesturing.

## Small-Group Rotation Model

### The LEAD21 Rotation Model

The LEAD21 instructional model provides the support you need to make the most of instructional time. Each lesson begins with whole-group instruction called Interactive Reading. During this session you will model and demonstrate grade-level skills, strategies, and concepts for all students. This ensures equity of access for all students.

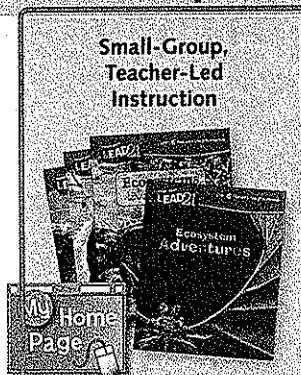
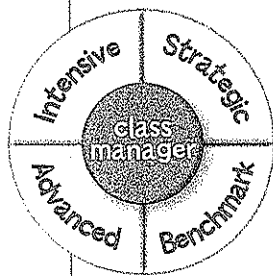
Following whole-group instruction, students follow a predictable rotation that includes small-group Differentiated Reading, Independent Practice, Self-Selected Reading, and Study Stations. The rotation pattern is the same every day so that students know what to do and when to do it. This allows you to focus on instruction rather than classroom management.

Each of the differentiated reading groups meets daily with the teacher. The small-group Differentiated Reading sessions reinforce that same thematic content as well as the skills and strategies taught during whole-class instruction.

The Independent Practice, Self-Selected Reading, and Study Stations offer opportunities for independent application of concepts, skills, and strategies. Clear direction and engaging materials ensure that students are focused on meaningful activities as teachers work with small groups.

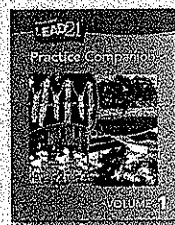
Built in classroom management is central to the LEAD21 small-group rotation pattern. The highlighted column of the chart below shows the four teacher-led, small-group reading sessions that occur daily. The columns to the right show the placement of the other small-groups while you are working with the differentiated reading groups.

### Daily Small-Group Management

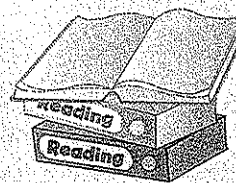


When the teacher is with these groups...

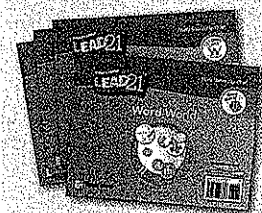
Independent Practice



Self-Selected Reading



Study Station Flip Charts



these groups rotate through independent and small-group activities.

	When the teacher is with these groups...	Independent Practice	Self-Selected Reading	Study Station Flip Charts
Session 1	Intensive	Advanced	Benchmark	Strategic
Session 2	Strategic	Intensive	Advanced	Benchmark
Session 3	Benchmark	Strategic	Intensive	Advanced
Session 4	Advanced	Benchmark	Strategic	Intensive

## Comprehension Skills and Strategies in LEAD21

Wright Group LEAD21 provides a strong instructional design for effective comprehension instruction so that students become active, independent, and strategic readers. Central to the program design is the belief that reading is about constructing meaning from texts and that comprehension strategies and skills can be taught so that students engage with text actively and strategically. The program focuses on key comprehension strategies identified by NAEP (National Assessment of Educational Progress, 2007). These comprehension strategies can be used across any text before, during, and after reading. LEAD21 draws its comprehension skills from state curriculum guides, and state and national tests. These skills are selectively applied to specific texts. The instructional design of LEAD21 builds on the instruction in previous units and prior grades by explicitly teaching comprehension strategies and skills that are applied to increasingly complex text.

## Comprehension Skills

LEAD21 covers twelve comprehension skills in each grade throughout Grades K–5:

### LEAD21 Comprehension Skills K–5

- Categorize and Classify
- Compare and Contrast
- Determine Author's Purpose (*Grades 1–5 only*)
- Distinguish Fact and Opinion
- Draw Conclusions
- Generalize (*Grades 3–5 only*)
- Identify Cause and Effect
- Identify Details and Facts (*Grades K–2 only*)
- Identify Main Ideas and Details
- Identify Picture Clues (*Grade K only*)
- Identify Text Structure
- Paraphrase (*Grades 3–5 only*)
- Recall and Retell
- Sequence Events
- Identify Fantasy and Realism (*Grades K–2 only*)

In Units 1–6, two comprehension skills are taught in each unit, so that by the end of Unit 6, all comprehension skills have been taught. LEAD21 adopts this approach so that by springtime, when state-mandated reading tests are administered, students will have mastered all twelve comprehension skills.

In Units 1–6 on Day 3 of Weeks 1 and 3, students are introduced to a new comprehension skill that is reviewed and reinforced on Day 3 of Weeks 2 and 4. Students review a comprehension skill each week in Units 7 and 8.



## Comprehension Strategies

LEAD21 covers the same eight comprehension strategies throughout Grades K–5:

### LEAD21 Comprehension Strategies K–5

- Ask and Answer Questions
- Determine Important Information
- Make Connections
- Make Inferences
- Monitor Comprehension
- Predict
- Summarize
- Visualize

In each of Units 1–4, two strategies are taught per unit. The instructional sequence of each strategy covers a gradual release of responsibility over a two-week period. In Units 1–4, comprehension strategies are taught on Day 2 and reinforced on Day 4 of the first week of the instructional sequence. Days 2 and 4 of Week 2 of instruction complete the gradual release model. This process is repeated in Weeks 3 and 4.

## Units 1–4 Gradual Release Model

### Week 1, Day 2

Define and Model through Explicit Instruction and Teacher Modeling

### Week 1, Day 4

Promote Collaborative Use of the Strategy through a Collaborative Practice Model

### Week 2, Day 2

Provide Guided Practice

### Week 2, Day 4

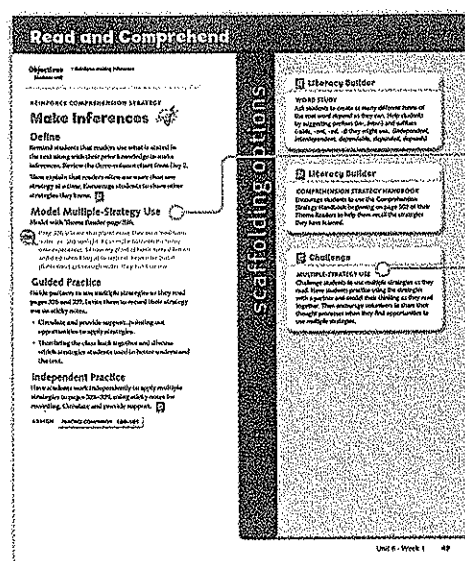
Support Independent Application of the Strategy

This process is repeated in Weeks 3 and 4.

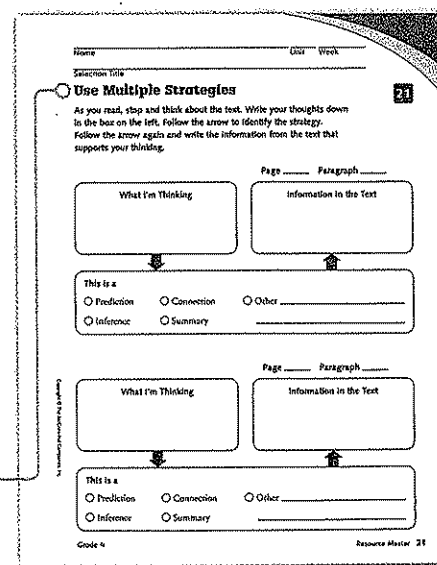
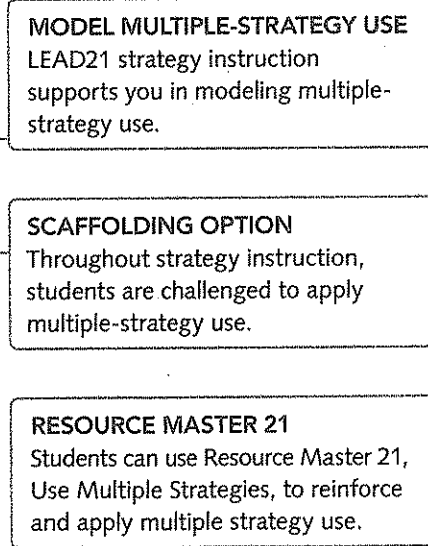
In Units 5–8, one comprehension strategy is reviewed each week. In these units, the gradual release model is compressed into a one-week format.

Research proves that good readers draw upon and use a combination of skills and strategies while actively reading unfamiliar text. LEAD21 scaffolds and supports a strategic use of multiple strategies through instructional practices used before, during, and after reading in the following features and components:

- Model Multiple-Strategy Use
- Multiple-Strategy Use Scaffolding Option
- Use Multiple Strategies Resource Master 21



Grade 4 Unit 6, Multiple-Strategy Use

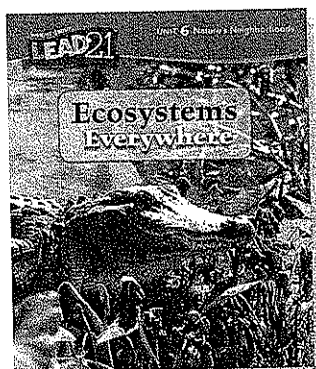


Grade 4, Resource Master 21

# Transforming Leveled Text: Producing Differentiated Readers

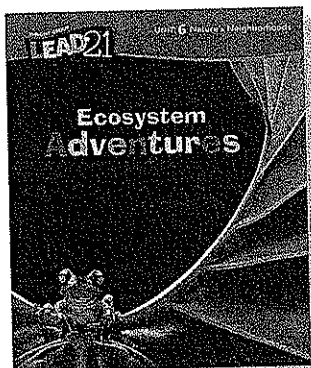
4 Differentiated Readers build a connected text set for each 4-week unit of study.

Built-in  
Tier I and Tier II  
in-class  
Intervention



## Intensive

K-1: 1 year below  
2-3: 1.5 years below  
4-5: 2-3 years below



## Strategic

K-3: ½ year below  
4-5: 1 year below

Each Differentiated Reader provides the SAME:

- Key Concepts
- Content Vocabulary
- Skill and Strategy Focus
- Activities within the Text
- Organization and Pagination

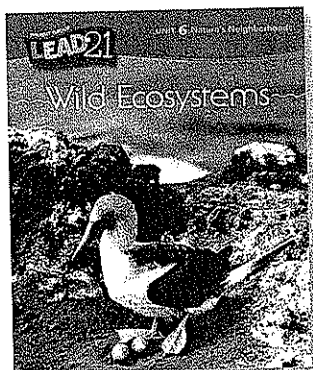
offers DIFFERENT:

- Readability Levels
- Topics Related to the Theme
- Text Vocabulary
- Support Features



## Benchmark

K-5: at grade level



## Advanced

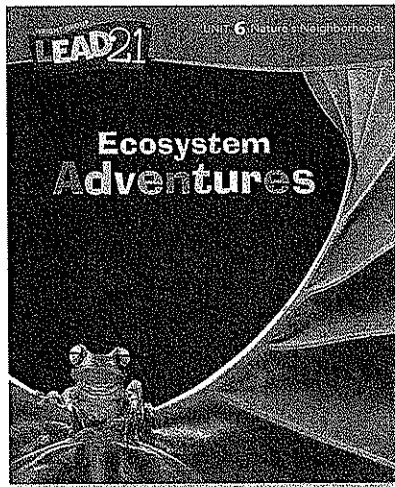
K-3: 1 year above  
4-5: 1-2 years above



All Differentiated  
Readers are  
eBooks too!

# Small Group Differentiated Reading

Grade 4 Strategic  
Differentiated Reader Unit 6



*selections in one book  
r more reading mileage*

**Balance of Literature  
and Nonfiction**  
2 Fiction and  
2 Nonfiction selections

**Related Topics**  
each selection related to a  
Science, Social Studies, or  
Humanities theme

**Written at the Same Level**  
for more reading mileage

